

Year 5 Assessing Pupil Progress in Mathematics (APP) *Photocopiable Activity Book*

Introduction

Using the assessment statements outlined on the Primary National Strategy Assessing Pupils Progress Guidelines (reproduced under licence at the beginning of this book) this series of books provides carefully organised assessments for each area of the mathematics curriculum. The activities can be used to determine the level a pupil is working at. They can also be used to indicate gaps in learning.

There is a book for each year group from Year 1 – Year 6 aimed at pupils aged 6 to 11. When a written test is completed, an easy to carry out assessment of AT1 (Using and Applying Mathematics) is provided to enable a National Curriculum level to be determined (e.g. Level 3b). The tests are compiled in such a way that a Level 3b would be exactly the same whether achieved on a Y1, Y4 or Y6 assessment.

For each year group there are differentiated assessments aimed at pupils of different abilities.

In this Year 5 book there are assessments for:

Level 3 = Average Ability
Level 4 = Higher Ability
Level 5 = Very High Ability

The assessments within this book can be used as a baseline test or used at the end of a term to assess progress.

Contents

Assessing Pupil Progress Statements

<u>Using and Applying Mathematics (Ma1)</u>	<u>Page 2</u>
<u>Number and Algebra (Ma2)</u>	<u>Page 3</u>
<u>Shape, Space and Measures (Ma3)</u>	<u>Page 4</u>
<u>Handling Data (Ma4)</u>	<u>Page 5</u>

Assessment Activities

<u>Year 5 – Level 3</u>	<u>Page 6</u>
<u>Year 5 – Level 4</u>	<u>Page 20</u>
<u>Year 5 – Level 5</u>	<u>Page 33</u>

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Assessing Pupil Progress in Mathematics (APP) and Identifying Gaps in Pupil's Learning (Year 5 - Level 3)

Name

Date

This test can be used to confirm a teacher's informal assessment of a pupil. It can also be used to indicate gaps in a pupil's learning.

How to confirm a teacher's informal assessment of a pupil

The test is in two parts. One part consists of an un-timed written paper test for the pupil to complete unaided. The other part (found below) consists of a simple grid for the teacher to complete after observing the pupil in a normal classroom situation. This part of the assessment indicates performance mainly against Attainment Target 1 – Using and Applying Mathematics. The scores for the two tests should be added together and a National Curriculum sub-level awarded using the information in the table at the bottom of this page. The resulting score should give a clear indication of which sub-level the pupil is working at within the levels found in the English National Curriculum.

How to indicate gaps in a pupil's learning

Each question on the written paper is accompanied by the learning objective it represents taken from the tables reproduced at the beginning of the book. By referring to the incorrect questions a list of learning objectives which indicate the gaps in the pupil's learning can quickly and easily be made up.

Teacher Assessment of Attainment Target 1 – Using & Applying (Ma1) and some of Attainment Target 4 – Handling and Data (Ma4) 1 mark indicates some ability 0 mark indicates unable to carry out	Mark 0 or 1 for each statement
Ma1/L3 – Problem solving - Part A Select the mathematics they use in a wider range of classroom activities	
Ma1/L3 – Problem solving - Part B Try different approaches of overcoming difficulties that arise when they are solving problems	
Ma1/L3 – Problem solving - Part B Find ways of overcoming difficulties that arise when they are solving problems	
Ma1/L3 – Communicating - Part A Begin to organise their work and check results	
Ma1/L3 – Communicating - Part B Discuss their mathematical work and begin to explain their thinking	
Ma1/L3 – Communicating - Part C Use and interpret mathematical symbols and diagrams	
Ma1/L3 – Reasoning - Part A Understand a general statement by finding particular examples that match it	
Ma1/L3 – Reasoning - Part B Review their work and reasoning	
Ma 4/L3 – Processing and representing data - Part A Gather information	
Ma 4/L3 – Processing and representing data – Part B Construct bar charts and pictograms, where the symbol represents a group of units	
Total =	

	Actual	Possible
Teacher Assessment of AT1 from above.		10
Paper Test Score		40
Total		50
Sub Level Awarded		

Level 3a high = 42 - 50

Level 3b secure = 32 - 41

Level 3c low = 21 - 31

Below Level 3 = 20 or less

1. Put these numbers in order, smallest first.

149 181 180 184 418

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Ma2/L3
Numbers and the
number system
Part A

*Understand place
values in numbers to
1000*

1 mark

2. Tick, in each box, which of the two numbers is nearest to 5.

e.g.

<input checked="" type="checkbox"/> 6.5 or 8
--

<input type="checkbox"/> 3.5 or 8

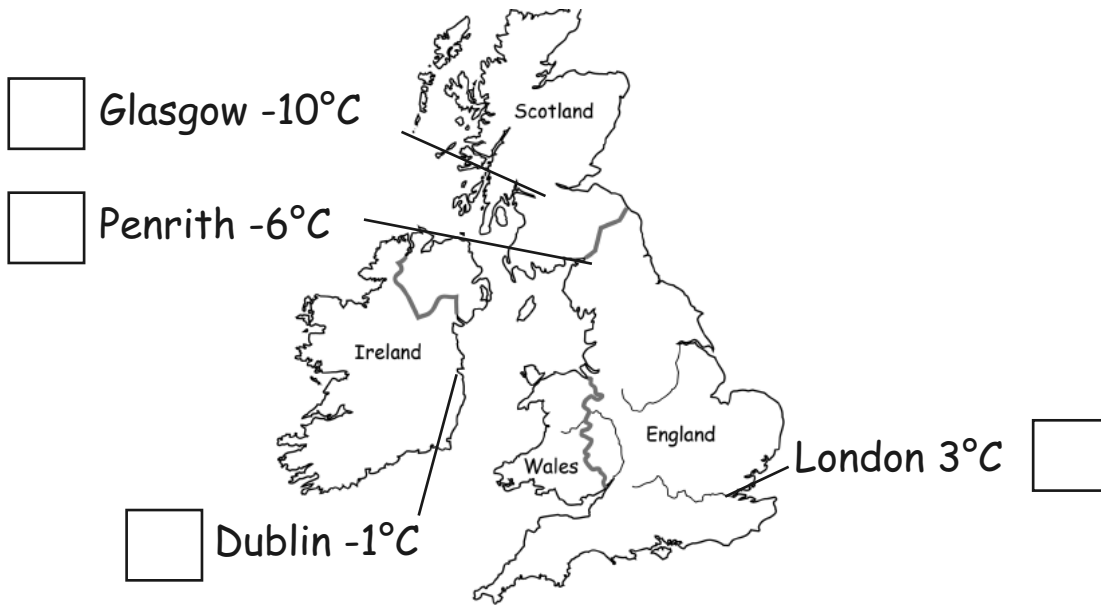
<input type="checkbox"/> 2.5 or 6

<input type="checkbox"/> 4.5 or 6.5

Ma2/L3
Numbers and the
number system
Part B

*Use place value to
make approximations*

1 mark



3a. Tick the coldest place on the map.

3b. What is the difference in temperature between London and Glasgow?

°C

3c. If the temperature in Glasgow increases by 7 degrees Celsius, what would the new temperature be?

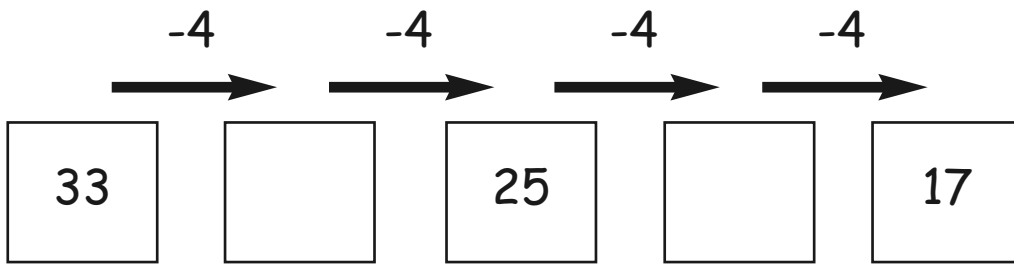
°C

Ma2/L3
Numbers and the
number system
Part C

Recognise negative numbers in contexts such as temperature

3 marks

4. Write in the missing numbers.

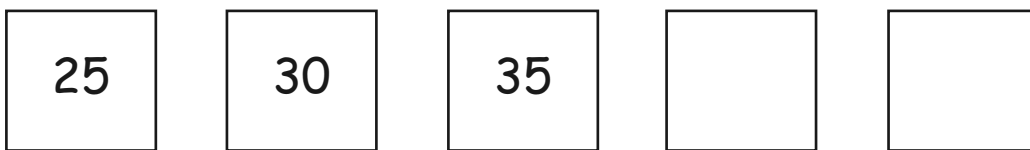


Ma2/L3
Numbers and the number system
Part D

Recognise a wider range of sequences

1 mark

5. Write in the next number in the sequence.

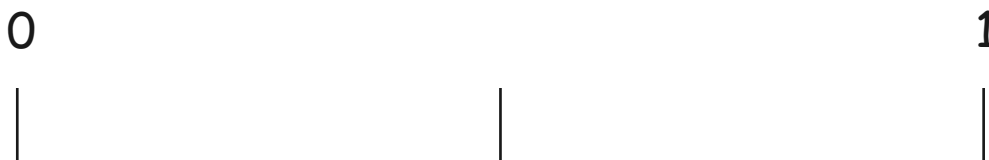


Ma2/L3
Numbers and the number system
Part D

Recognise a wider range of sequences

1 mark

6. Place $\frac{1}{2}$, and $\frac{1}{4}$ on this number line.



Ma2/L3
Fractions and decimals
Part A

Use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent

1 mark

7. Circle the fractions that are equal to $\frac{1}{2}$?

$$\frac{2}{4}$$

$$\frac{8}{4}$$

$$\frac{10}{20}$$

$$\frac{3}{9}$$

Ma2/L3
Fractions and decimals
Part A

Use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent

1 mark